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## Book Review

Barranco Garcia, I. 2015. Book Review of Kaplowitz, J.R. 2014. *Designing information literacy instruction: the teaching tripod approach*. Lanham: Rowman & Littlefield. *Journal of Information Literacy*, 9(1), pp. 114-115.

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Chan, L. et al 2002. *Budapest Open Access Initiative*. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Retrieved 22 January 2007].

**Kaplowitz, J.R. 2014. *Designing information literacy instruction: the teaching tripod approach*. Lanham: Rowman & Littlefield. pp 203. ISBN: 978-0810885844. £34.95. Pbk.**

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In this very practical book, Joan R. Kaplowitz introduces the concept of the Teaching Tripod Approach as a way to rethink and review your current practices in delivering information literacy (IL) sessions. Kaplowitz highlights the need to consider what you want to teach your audience, how you are going to do it, and how you are going to find out if you have been successful. The Teaching Tripod Approach emphasises the importance of engaging with learners, by allowing them to interact with the materials and by offering opportunities to show what they have learnt and for this learning to be assessed. The author invites us to consider who we are teaching, where and in what context, before we teach. The book provides very useful worksheets that encourage self-reflection and help to assess your current practice.

This method encourages you to consider how much preparation will be needed, how well the target audience is known, how much contact time will be needed during the session and after, and if this is a new instructional offering, what materials will be used, format of teaching, among other things.

The book is split into ten chapters. The first four chapters offer an introduction to the role of librarians as teachers, explaining why it is important to be familiar with instruction design and teaching and learning theories and the potential of the Teaching Tripod Approach method. The Teaching Tripod Approach itself is developed in the middle three chapters where the three elements that are at the heart of the method: expected learning outcomes (ELOs); learning activities; and assessment are covered in more depth. Finally, the last three chapters are dedicated to marketing and implementing your IL programme in your institution.

The target audience of this book seems to be managers/team leaders in charge of a team where a new approach to IL is needed.. The chapters are introduced and concluded in the context that the book is being used to set up the Teaching Tripod Approach, and how to get everyone in a team engaged and involved. In my opinion, any librarian developing teaching sessions could find it useful and I found the focus on the team approach a little bit annoying. What if you are a one person team working in a small institution? Or you are part of a team but you are the only one looking to change how you approach your IL sessions?

This book is definitely for you if you are looking for a new way to develop a relevant, engaging, effective delivery of IL content to your users.

I believe this book will help readers to take a holistic approach to instructional design: finding out about our learners and their needs, the environment, the overall context in which you are operating. Following the advice in the book, I think anyone could engage in a thoughtful reality check, helping anyone to find out what type of IL instruction is achievable in their library service.

I have found some of the advice the author gives extremely useful, helping me to think how important our role as teachers and instructors is. Quotes such as: "You need to offer learners ways to acquire that information in some active way so it becomes personally meaningful to them and becomes part of their own knowledge base."; "Lecturing and demonstrating resources is not sufficient for learning to occur, having learners actively involved is the way to go" and "Learners must see the relevance of what is being learned to their own lives." have really stuck with me.

In my opinion the book will be excellent for beginners in IL instruction due to its thorough introduction to all concepts and procedures associated with the learning and teaching theory focused on IL.

For people with more experience and managerial responsibilities, the book may help them to review current ideas and procedures, reflecting on what it is being done, how and where to take it next. It will be an excellent tool to use if you are trying to set up an IL policy or strategy for your library service or institution.

Lastly, I would like to highlight that this title contains an impressive and extensive bibliography and literature review of the subject of IL, as well as learning and teaching theory that would be an excellent source of information to obtain deeper knowledge in this subject area.